

Annual Report of the Madison School Board

*For the Fiscal Year Ending
February 10, 1933*

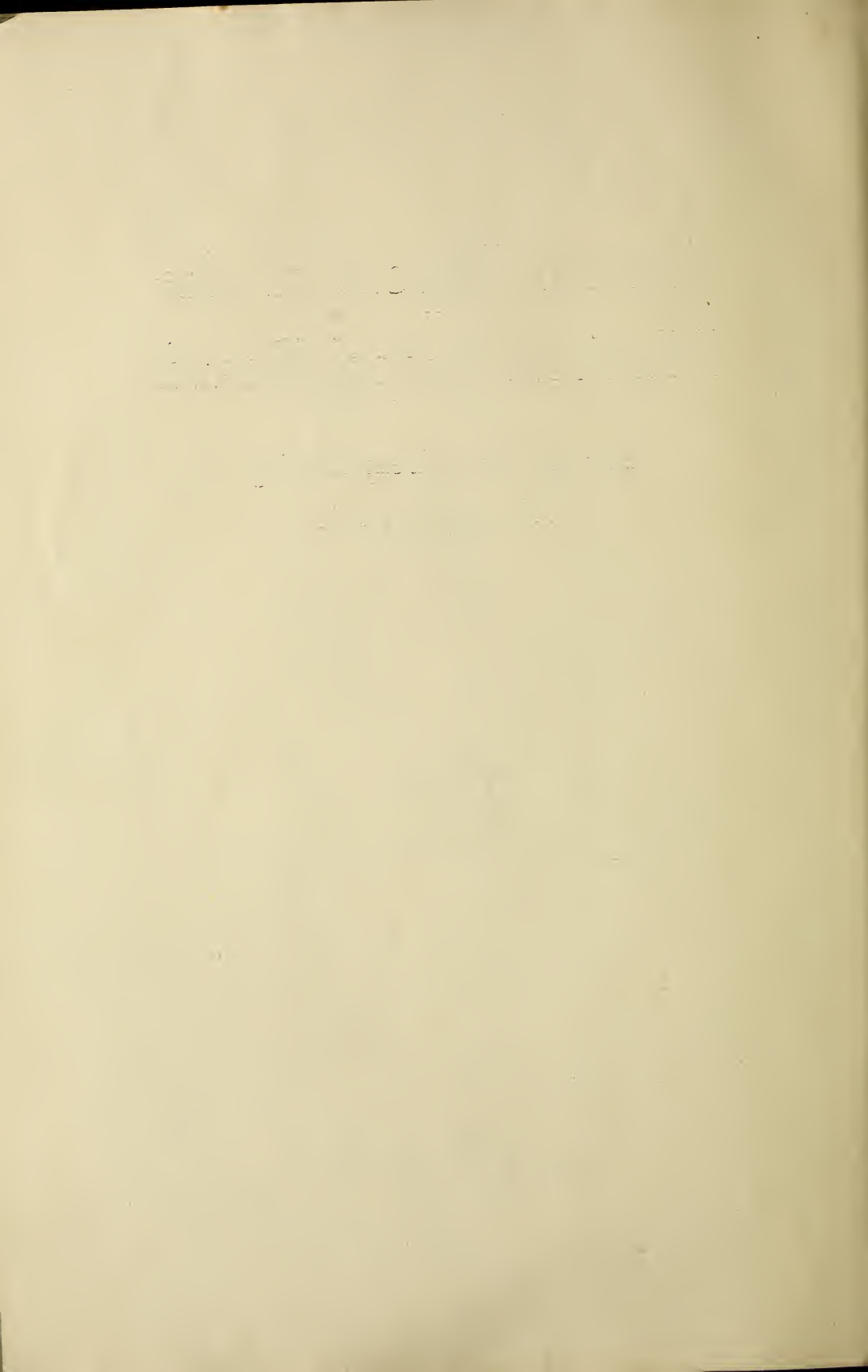


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Press of
THE MADISON BULLETIN
Madison, Maine



SCHOOL REPORT

Year Ending February 10, 1933

SCHOOL COMMITTEE

Melvin A. Gould	Term expires March 1933
John Hamilton, Chairman	Term expires March 1934
George E. Young	Term expires March 1935

SUPERINTENDENT OF SCHOOLS

William B. Woodbury, A. M.
In Madison Mondays and Wednesdays

SPECIAL SUPERVISORS AND DIRECTORS

Victor Wrenn	Music
Nathalie Preston, B. S.	Home Economics
George B. Jacobs, Jr.	Manual Training

SCHOOL PHYSICIAN

W. S. Milliken, M. D.

JANITORS AND ATTENDANCE OFFICERS

Marcellus Viles	Main Street School
Warren Caldwell	Weston Ave. School
Hugh Wight	Old Point Ave. School
Charles Miller	High School

SCHOOL CALENDAR

Winter, first term, will close Feb. 17, 1933
Winter, second term, will close April 14
Spring term will open April 24 and close June 15
The rural schools will open their fall term Aug. 28
The town schools will open their fall term Sept. 5

(4)

HOLIDAYS

Labor Day	Thanksgiving Day and the day after	Armistice Day
Patriot's Day		Memorial Day

NO SCHOOL SIGNALS

7:30 A. M.—Two blasts repeated three times will close schools for the forenoon.

7:45 A. M.—Same signal will close grades below IV.

12:15 P. M.—Same signal will close schools for the afternoon.

Parents living in the sections where walking is bad should use their own judgment about sending their children to school on stormy days.

SCHOOL CENSUS

Number on school census, April 1, 1932	1441
Number registered in High School	321
Number registered in town schools	635
Number registered in rural schools	145
Cost per pupil, grades	\$49.81
Cost per pupil, High School	\$75.58

Report of Superintendent of Schools

To the School Committee and Citizens of Madison:

How can we run our schools efficiently at the lowest possible cost? That is the question of questions this year. Taxes are heavy. If, with the exception of fixed interest charges and the poor department, it becomes necessary to reduce all town appropriations, where can we cut the schools with the least harm?

Suppose we consider the matter together, for these are times when all must act together for the common good.

First let me say that this school report is much abbreviated, special reports omitted, etc., to reduce the cost of printing.

The school income arises, almost wholly, from three sources, tuitions, state aid, and town appropriations. Anson and Starks, the principal sources of our tuition, now pay us \$75 a year for each of their pupils attending our high school. As long as they continue to do this and the number of pupils from these towns remains the same our income from tuition will not vary much. We should be able to reckon for next year about the same help as that received this year.

Of course if Anson should make any other arrangement our report would have to be different.

Our second source of income, state aid, I greatly regret to say will be materially less this coming year. We are told the valuation of Maine is to be reduced eight per cent, hence, inevitably, the 3 1-3 school-mill-tax on property will produce less income. After the amounts definitely fixed by law have been set aside from this fund the balance, from which comes our aid, will be at least 18% to 20%, instead of 8%, less. In 1932 Madison received from this state property tax \$8,587.18. A 19% reduction means a loss to us of \$1,631. What further reductions our Solons at Augusta will demand we, of course, have no way of knowing.

Speaking of state aid reminds me that we received this year from the state for special bonus courses, which I am about to discuss, \$2,524.89. This added to the \$8,587.18, just mentioned, gives a total of \$11,112.07 returned to us by the state. Our state tax, as given in the 1932 town report is \$28,085. May we not say, then that the schools, in addition to educating your children, bring back to the town nearly 40% of its state tax?

Last March we raised money for schools under 7 heads; general school purposes, high school conveyance, industrial education, physical education, repairs, school physician, and insurance.

How much to pay for insurance is a question of general business policy. We have thought, especially after the junior high school fire, that it is good business to keep all property fairly insured against fire loss. If we do not have the money for insurance and have to drop this cost, of course we can teach school just as well as ever if—who can tell?—we have no fires.

The school physician does a work in safe-guarding present health and checking physical ills before they get too much of a start, hard to measure in money values. How much, for example, is an arrested case of tuberculosis worth? This year our school physician has added much to his work without any extra pay. We cannot ask to reduce by much the \$300 appropriation for this work.

What about repairs? For the last eight years we have averaged \$3,002 for repairs. Last March we cut this down \$1000. Pleasant St. School are getting where further repairs are of The Old Point heating plant is no younger than it was a year ago when we were often forced to send children home on only moderately cold days. Some of the desks still in use from the Pleasant St. school are getting where further repairs are of doubtful economy.

Any business man knows it is not true economy to let property run down. As a stitch in time saves nine so a dollar spent before conditions get too bad saves many more dollars a little later. Our problem seems to be to what extent will true economy permit us to omit needed repairs and so spend less money?

Now for physical education. In considering this expense three important points at once come to mind.

First, what is the value of this work? If we believe education should fit for "Complete Living" we are sure that bodily as well as mental welfare is to be considered in our schools. A properly functioning person needs a sound mind in a sound body. A sound body is in itself a blessing we wish everyone might enjoy; further, it is extremely difficult for one's mind to act properly unless the body which contains it is in good working order. Whether we believe everyday business arithmetic offers as good mental discipline as history, or do not believe anything of the sort, surely we do believe our bodies merit careful training.

Second, the state law, section 181 of chapter 19, says: "In order more thoroughly to prepare the youth of the state for the duties and obligations of citizenship and to provide for their future well-being and comfort it shall be the duty of the superintending school committees of the several towns of the state to make provision for instruction to be given to pupils in all public schools in personal hygiene, community sanitation and physical education, including recreational exercises....".

Physical education we find to be compulsory by law. Our question, therefore, becomes shall we put this in the hands of untrained teachers to do what they can or shall we employ teachers specially trained for this work? Beyond the unquestioned value of a trained over an untrained teacher we find an additional fact which brings us to our next point.

The state now pays one-half the salary of trained physical education teachers, not to exceed \$800 for each director. This means instead of paying in the high school an untrained teacher \$1,800 to try to teach physical education courses we have been paying \$1,000 for a trained teacher, the state paying us \$800.

Before we cut our physical education appropriation we must be sure we are neither violating a requirement of the law (which in the end might cost us other state aid) nor adding to our costs through loss of the state bonus.

Turning to Industrial Education we need to "Stop, Look and Listen". What is the value and what is the cost of this work?

Manual Training teaches the hand, also the head through the hand. In former times boys got quite a bit of this training at home, though even in the good old days there was much more manual labor than manual training. It is a good thing for any boy to be able to do odd jobs around home with a saw or hammer without doing more damage than the affair undertaken is worth. Today the average home does not offer sufficient training of this sort. To many boys, working with tools has a much stronger appeal than the college-preparatory courses. In fact there is no doubt a number of boys are kept in school just because of this interest in manual training.

For the girls domestic science does much more than teach to cook and sew, valuable as are these acquisitions. If someone asks why not let the homes teach this work, I answer, by all means let the mothers teach their girls providing they know how themselves and are willing to teach these fundamental subjects. My belief, however, is that modern homes, as a matter of fact, do not sufficiently teach home care. Cooking, sewing, planning a family budget, learning what a balanced, economical diet is, how to care for babies, how to make home and oneself attractive these are far too valuable objectives to be neglected. If the average home does not provide this training the schools should.

Industrial Education (manual training and domestic science) is another state aid course, only this time the state pays up to two-thirds of the salaries. A \$1,000 industrial education teacher, generally speaking, costs us only \$334.

Before we cut the appropriation for this course therefore let us be sure we shall not be forced to replace it with not a less but a greater cost.

If the pupils do not have industrial training some other work must be provided, as most of our other classes are already too full.

High school conveyance before the electric cars were removed cost us \$500. Today it costs \$2500. This appropriation

makes it possible for our country children to continue in school while living at home. Some would doubtless be obliged to leave school if this conveyance should be discontinued. Many towns of the state, however, do not furnish high school conveyance. Our only question here is our ability to pay.

We have only one more appropriation but we have saved the biggest to the last. The General School Fund includes books, supplies, common school conveyance, janitor, fuel and teachers.

No one will deny our need for books. Supplies, besides the expected items of paper, pencils, chalk, drawing and laboratory equipment, typewriters, etc., include \$290 for water and \$437.76 (last year's report) for electricity. This year we are cutting down in both books and supplies.

On common school conveyance we gave the drivers retained a 15% cut and combined three other routes into one. In spite of these reductions our conveyance cost has remained about what it was. People, driven by hard times, have moved into the country, and the state law says we must convey to school all children who live too far away to walk.

Janitor cost, in addition to salaries, includes janitor supplies such as cleaning cloths, floor oil, brooms, toilet paper, soap, etc. These articles are cheaper than they were. The salaries we already have cut about as low as will leave a living wage.

On fuel we hope to save a little. Coal still remains our main source of heat during the winter and coal has not dropped much. But fall and spring we intend to use more wood, and wood is cheaper.

Now for the teacher. Our largest item is, of course, teacher salaries. We already have cut teachers 5%. We now are paying teachers, excluding teachers of special aid subjects, \$39,402 a year.

Since our teachers are under contracts at present salaries till July 1933 any cut could not go into effect until Sept. 1933 and could apply only to 62% of the fiscal year, that is 23 weeks. A ten per cent cut on teachers' salaries, applied to the

only part of the year we can, 62%, therefore would save the town only \$2442 on the tax commitment for the coming year. A ten per cent blow against schools to save the tax payer 1.4% (based on the 1932 commitment). Such a cut could hardly result in anything other than the necessity of employing cheaper teachers, cheaper in quality as well as price.

Our state aid, remember, will be materially less. If we cannot, because of further loss of state aid, afford to cut physical and industrial education; if we cannot, because of business reasons, cut repairs and insurance to any extent; if we can save but little on books, supplies, fuel, janitors and conveyance; if these are true statements, as I believe they are, all we have left on which to save is teachers. During that part of the town's fiscal year we have the legal right to change salaries, we now have a schedule of \$24,430. A five-thousand dollar reduction would be a twenty per cent cut.

But, if there is no place where we can cut school appropriations without lowering efficiency, what are we going to do? Taxes should be reduced. My suggestion is that a careful study of town needs be made, all unnecessary items of expenditure be omitted, the question of ability to pay for high school conveyance be referred to the voters at town meeting and all other appropriations except fixed interest charges and that for the poor, be cut the necessary per cent. Allow the schools, as the other departments, all that can be given and leave the distribution of this amount to your agents, the school committee. Limited to a fixed total let them advise what fractional part of this should be allotted each of the customary school appropriations.

Can anyone suggest a better economy?

Wm. B. Woodbury,

Superintendent.

GRADUATES OF HIGH SCHOOL, JUNE 1932

Shirley V. Armsworthy	Robert John Hamilton
Ralph J. Arsenault	Dorothy Blanche Hammond
William Frederick Bryant	Merton Fred Hughes
Regina Delina Bearor	Marie Cleora Ingalls
Joseph Lincoln Bell	Walter Joseph Kay
Dorothy Margaret Canavan	Lorina Helen Kenny
Annabelle Violet Clark	Ellen Margaret Kingston
Jeffery Alphonse Coro	Edmund Joseph Landry
Freeman Cote	Carleton Harry Leach
Clarence Neal Cookson	Gaylord Leavitt
Alfred Christopher	Leo Ernest LeBlanc
Myrtle Marguerite Duplisea	Richard Joseph LeBlanc
Rene Andrew DeRoche	Cecil Blanchard Luce
Francis Reginald DeRoche	Grover Henry Luce
George John Demko	Neil Roderick Macklin
Evelyn Elizabeth Demchak	Pauline Annie Manzer
Justino DiNorscia	Donald Alva McKenny
Arthur James Daigle	Marilyn Edith Morse
Annie Mae Emerson	Barbara Hattie Moody
Ruby Erma Edgerly	Arline Beatrice Nanigian
Granville Trench Edwards	Lucille Ivas Parlin
Blanche Lena Foss	Evelyn Annie Perry
Leonide Alphonse Gilbert	Irene Thelma Sawyer
Elizabeth Mary Garland	John Mike Serencha
John Nelson Gilbert	Martelle Clyde Spaulding
Elizabeth Pearl Greene	Ruth Natalie Sylvester
Francis Joseph Goodwin	Barbara Annette Tarr
Patrick Gerome Goodchild	Esther Annie Waugh
Albert Hagopian	Doris Edwina Wood

INDUSTRIAL EDUCATION

(A few facts concerning its value)

The Maine Legislature values Industrial Education so highly that it will aid any town whose school offers this subject. The aid which Madison receives yearly amounts to about \$1500. This is a larger percentage than that received from the State for any other school department.

In previous years the Manual Training Department has saved the town hundreds of dollars by making desks, book-cases, athletic equipment, stage settings, etc., for the high and other public school buildings. With the cooperation of the janitor, the waste sawdust has been converted into sweeping compound.

Manual Training is not a theoretical but a very practical subject. Besides the book-work in electricity, knowledge of woods, etc., each boy receives individual training and experience in the correct use of hand tools, the finishing of woods, practical wiring, repairing of furniture and other household utensils, soldering and mending dishes, mixing and molding cement, painting, scale-drawing, cutting and setting glass, and the grafting of apple trees. These skills are valuable to the average man; and while a few might acquire them elsewhere, the majority of those who "pick things up" have not as efficient knowledge as those who have been trained under a definite plan and with the proper tools.

Each year the Manual Training boys do repair work in the schools to a saving of around a hundred dollars.

Madison High School has a fine Manual Training room, splendidly equipped. The classes are always full, with a waiting list. It would seem a pity to let this equipment remain idle and deny students a popular subject for the purpose of saving the relatively small amount asked.

In addition to forcing pupils into other subjects, for which they are not fitted, to drop Industrial Education would mean that new books, and other materials would be needed, making a total cost not so far from what we are now spending on Industrial Education.

Since some eighty per cent of the women of the State are devoting their time to home-making they should be given the very best preparation possible, for meeting the duties of the home. Our home economics courses are at the present time teaching our girls better how to care for their homes and the manifold duties connected with them, than a large portion of their mothers now know.

A limited interpretation has frequently been placed upon home economics education; it has been thought of as cooking and sewing.

Home Economics includes a study of foods in relation to health, their composition, their use in the body, selection and buying, their preparation, the planning and serving of meals, preservation and storage of foods; a study of clothing problems from every angle including the selection and purchase and care of ready-made articles, construction of articles and garments, laundering, textile production, designing of garments; a study of problems that relate directly to the home and family such as care and management of the home, selection and buying of houses and furnishings for the home, care of children, care of the sick, social life and hospitality in the home and the relation of the home to the community.

These following nine points on the value of Home Economics are taken from a recent bulletin of the State Department of Education:

1. Meets need of more people than any subject except English.
2. Helps girls to better meet the problems to come as a wife, mother and homemaker.
3. Homemakers have less training today than any other profession, yet homemaking is a real job in which more than 80% of our men and women are engaged.

4. Home Economics helps to establish and to raise home standards as to health, nutrition, personal appearance, relationships and efficiency.

5. Helps girl or boy to meet real life problems faced every day.

6. Gives more equal opportunity in school as only small percentage of our high school graduates go on to college. Education is for all the children of all the people.

7. Many homes no longer train their girls or boys to be homemakers and so the school must meet this responsibility.

8. Helps girls and boys to understand better and face the duties and responsibilities of homes and communities and so helps produce better citizens.

9. Gives a better understanding of the value of money and how to spend it more efficiently.

DISTRIBUTION BY GRADES
Fall Term Ending December 16, 1932

Grade	Blackwell	E. Madison	Main St.	Old Point	Pugh Corner	Twelve Cor.	Ward Hill	Weston Ave.	White	High	Total
Junior I	1			36		5		51	4		97
I	5	3		35	1	3	2	28	2		79
II	2	2		37	1	2	3	31	2		80
III	7	1		38	1	1	1	31	2		82
IV	4		61		2	4	4		9		84
V											
VI	5	5	74		4	2	2		2		94
VII	5	5	72		1	1	5		2		91
VIII											
IX	9	6	75		7	2	2		3		90
X	3		66			2			1	117	83
XI										97	97
XII										58	58
Special										44	44
Total	38	22	348	146	17	22	19	141	27	321	1101

Elementary Teachers Employed between Jan. 1, 1932 and Jan. 1, 1933

Name	School Taught	Preparation	No. Yrs. Exp.	No. Yrs. Here	Salary
Bartlett, Eleanor	White School	Farmington Nor.	7 yrs.	3 yrs.	\$ 986
Boynton, Vernon	Main St. VII-VIII	Farmington Nor.	7 yrs.	2 yrs.	950
Brown, Dorothy	Main St. VI	Castine Normal	9 yrs.	9 yrs.	950
Butts, Evelyn M.	Main St. VII-VIII	Farmington Nor.	7 yrs.	2 yrs.	950
Caldwell, Marion	Main St. IV	Farmington Nor.	16 yrs.	4 yrs.	950
Carl, Alice	Main St. V	Madison High	22 yrs.	14 yrs.	950
Danforth, Hazel	Old Point	Madison High	17 yrs.	13 yrs.	986
Devereux, Gertrude	East Madison	Farmington Nor.	6 yrs.	1 yr.	855
Heald, Eleanor	Old Point I	Farmington Nor.	4 yrs.	1 yr.	903
Holden, Berle	Old Point Junior I	Farmington Nor.	5 yrs.	3 yrs.	903
Holway, Nellie	Weston Ave. Junior I	Farmington Nor.	32 yrs.	13 yrs.	986
Hughes, Florence	Weston Ave. IV	*Farmington Nor.	16 yrs.	11 yrs.	950
Jackson, Norman	Main St. IV	Madison High	1 yr.	1 yr.	950
Morse, Alice	Blackwell Grammar	Farmington Nor.	24 yrs.	10 yrs.	950
Manitor, Alberta	Weston Ave. II	Madison High	4 yrs.	3 yrs.	703
Marden, Ruth	Twelve Corners	Farmington Nor.	19 yrs.	5 yrs.	950
Merrill, Edith	Weston Ave. II	Farmington Nor.	12 yrs.	7 yrs.	950
Merrill, Vinal, Prin.	Main St. V	Farmington Nor.	7 yrs.	7 yrs.	1425
Norton, Winnifred	Main St. VII-VIII	Farmington Nor.	38 yrs.	1 yr.	703
Paul, Marita	Ward Hill	Farmington Nor.	2 yrs.	1 term	666
Powers, Maud	Blackwell Primary	Farmington Nor.	30 yrs.	19 yrs.	950
Prince, Mary	Main St. VI	Anson Academy	19 yrs.	10 yrs.	950
Roberts, Annie	Weston Ave. III	Farmington Nor.	36 yrs.	10 yrs.	592
Sawyer, Margaret	Main St. VII-VIII	Anson Academy	2 yrs.	1 term	666
Welch, Catherine	Pugh Corner	Farmington Nor.	2 yrs.	1 term	
	Twelve Corners	Farmington Nor.	2 yrs.	1 term	

*Partial Course

(17)
ENROLLMENT
For Term Ending December 16, 1932

School	Name of Teacher	Boys	Girls	Total	Average Attend.
High	A. Alton Garcelon, Jr., Prin.	162	159	321	305
Main Street					
VIII	Vinal Merrill, Prin.	36	30	66	62
VII		37	38	75	74
VI	Maude Powers	16	20	36	35
VI	Dorothy Brown	12	24	36	34
V	Alice Carl	23	14	37	31
V	Edith Merrill	19	18	37	35
IV	Florence Hughes	14	16	30	28
IV	Marion Caldwell	16	15	31	29
Old Point					
III	Alta Young	26	12	38	35
II	Hazel Danforth	17	20	37	34
I	Eleanor Heald	18	17	35	32
Jr. I	Berle Holden	19	17	36	32
Weston Ave.					
III	Mary Prince	14	17	31	29
II	Alice Morse	17	14	31	28
I	Ruth Marden	17	11	28	25
Jr. I	Nellie Holway,	29	22	51	44
Blackwell					
V-VIII	Norman Jackson	7	12	19	18
I-IV	Marita Paul	12	7	19	17
E. Madison	R Gertrude Devereaux	12	10	22	20
Pugh Cor.	R Margaret Sawyer	11	6	17	15
Twelve Cor.	R Catherine Welch	14	8	22	19
Ward Hill	R Winnifred Norton	10	9	19	18
White	R Eleanor Bartlett	13	14	27	23
		571	530	1101	1022

HIGH SCHOOL TEACHERS AND SPECIAL DIRECTORS **From January 1, 1932 to January 1, 1933**

Name	Preparation	No. Yrs. Exp.	No. Yrs. Here	Subjects Taught	Salary
Brown, Leah	Castine Normal	20 yrs.	5 yrs.	English	\$1425
Brown, Margie	Me. Sch. of Com.	5 yrs.	5 yrs.	Commercial	1188
Crozier, Harold	U. of M.	5 yrs.	2 yrs.	Science	1853
Dubay, Amelia	Mt. Mer. A'y and *Bates Summer	11 yrs.	11 yrs.	French	1235
Evans, Esther	Gorham Normal	23 yrs.	2 yrs.	English	1235
Garcelon, A. Alton, Jr.	Annapolis	8 yrs.	2 yrs.	Mathematics	2850
Hincks, Sue	Bates	22 yrs.	4 yrs.	Latin	1425
Pillsbury, Albert	N. H. State	3 yrs.	2 yrs.	Biology and Civics	1425
Rowell, Mrs. Helen H.	Aurora Col.	8 yrs.	3 yrs.	History	1283
Wilber, Blanche	Pott's Bus. Col. and *Colby	22 yrs.	8 yrs.	Commercial	1425
Blaisdell, Sarah (winter, spring)	Farmington Nor.	3 yrs.	3 yrs.	Home Economics	(1) 1250
Preston, Nathalie (fall)	Farmington Nor.		1 term	Home Economics	(2) 950
Jacobs, George	Gorham Nor.	12 yrs.	12 yrs.	Manual Training	(3) 1900
Shanahan, Daniel	Colby	3 yrs.	2 yrs.	Physical Education	(4) 1805
Wescott, Robert (winter, spring)	Gorham Nor.	2 yrs.	2 yrs.	Man. Training and Physical Education	(5) 1100
Wrenn, Victor	N. E. Cons.	2 yrs.	2 yrs.	Music	1050

*Partial Course Amount Paid by Town: (1) \$417; (2) \$300; (3) \$600; (4) \$1005;
 (5) \$800.

FINANCIAL STATEMENT

for the year ending Feb. 10, 1933

Receipts

Raised by vote of town:

General School Fund (includes Common	
Schools, High School, books, supplies)	\$39,500 00
Physical Education	1,100 00
High School Conveyance	2,500 00
Repairs	2,000 00
Insurance	1,200 00
Industrial Education	2,000 00
School Physician	300 00

\$48,600 00

Received from other sources:

State, General School Fund	\$8,587 18
State, Physical Education	800 00
State, Industrial Education	1,575 57
State, Interest on School Funds	50 00
State, Evening School	149 32
Town, Interest on School Funds	85 12
Town, Public Library for Janitor	200 00
Balance General School Fund	408 67
Tuition, High School	6,168 75
Tuition, Common Schools	253 00
Sales, Rentals, Manual Training, etc.	493 34

18,770 95

Total Receipts

\$67,370 95

Expenditures

General School Fund	\$58,111 21
Physical Education	1,825 96
Industrial Education	3,676 87
Repairs	1,990 51

(20)

Insurance	1,386 95	
School Physician	300 00	
	<hr/>	
Total Expenditures		67,361 50
		<hr/>
Balance		\$9 45

GENERAL SCHOOL FUND

Receipts

Appropriations		
Common Schools, High School, High		
School Conveyance, Supplies and Inci-		
dentials, Books	\$42,000 00	
State Aid	8,587 18	
State Aid, Evening School	149 32	
Interest on State School Fund	50 00	
Interest on Town School Fund	85 12	
Public Library, for janitor	200 00	
Tuition, High School	6,168 75	
Tuition, Common Schools	253 00	
Balance of 1932	408 67	
Sales, Rebates, etc.	391 77	
	<hr/>	
Tot. Rec. Gen. School Fund		\$58,293 81

Expenditures

Teachers, Common Schools	\$24,946 19	
Teachers, High School	15,883 04	
Janitors, Common Schools	2,668 92	
Janitors, High School	1,309 00	
Fuel, Common Schools	3,131 48	
Fuel, High School	1,311 58	
Conveyance, Common Schools	3,083 20	
Conveyance, High School	2,334 59	
Books, Common Schools	567 15	
Books, High School	554 11	
Supplies, Common Schools	1,314 85	
Supplies, High School	1,002 10	
	<hr/>	
Tot. Exp. Gen. School Fund		58,111 21
		<hr/>
Bal. Gen. School Fund		\$182 60

(21)

PHYSICAL EDUCATION

	Received		
Appropriation		\$1,100 00	
State		800 00	
		<hr/>	
			\$1,900 00
	Paid		
Salary		\$1,840 96	
Equipment		55 00	
Balance		4 04	
		<hr/>	
			\$1,900 00

INDUSTRIAL EDUCATION

	Received		
Appropriation		\$2,000 00	
State		1,575 57	
Sales		101 57	
		<hr/>	
			\$3,677 14
	Paid		
Salaries		\$3,309 14	
Supplies		367 73	
Balance		27	
		<hr/>	
			\$3,677 14

REPAIRS

Received from Appropriation		\$2,000 00
	Paid	
Bills Paid		\$1,990 51
Balance		9 49
		<hr/>
		\$2,000 00

INSURANCE

Appropriation		\$1,200 00
Overdrawn		186 95
		<hr/>
		\$1,386 95
Premiums Paid		\$1,386 95

(22)

	SCHOOL PHYSICIAN	
Appropriation		\$300 00
Paid Dr. Milliken		\$300 00

Madison, Maine, Feb. 11, 1933.

I hereby certify that I have examined the accounts and vouchers of the Superintending School Committee for the year ending February 10, 1933, and find the same correct.

J. F. Withee, Auditor.

SUMMARY OF SCHOOL ACCOUNTS

General School Fund:	Received	Spent	Balance	Overdraft
Common Schools				
High School				
High School Conveyance	\$58,293 81	\$58,111 21	\$182 60	
Books				
Supplies				
Physical Education	1,900 00	1,895 96	4 04	
Repairs	2,000 00	1,990 51	9 49	
Insurance	1,200 00	1,386 95		\$186 95
School Physician	300 00	300 00		
Industrial Education	3,677 14	3,676 87	27	
	<u>\$67,370 95</u>	<u>\$67,361 50</u>	<u>\$196 40</u>	<u>\$186 95</u>
General School Fund Balance			\$182 60	
Net Balance			\$9 45	

